sure which brought about the resignation of Chiang Kai-shek and C. T. Wang in the latter part of 1931.

In a number of ways the new schools have made radical innovations. The most sweeping is in the purpose of education. No longer are schools dominated by the idea of preparing candidates for the civil service examinations. That is partly because the latter have passed into oblivion. It is also because the objectives of education have broadened. They are still conceived of as being in part preparation for the service of the state. Education is regarded as a function of government and is dominated by nationalistic purposes. The duty of a patriot, however, i? thought of as discharged not only in holding office but also in tne capacity of private citizenship. The ideal has been adopted of universal primary education. To be sure, this has been only partially attained. The country is too poor and too racked by civil division, foreign war, and banditry to permit it to be reached at present. Like the other novelties in modern Chinese education, it is an importation from the West. Yet it must sometime be approximated if the nation is to achieve a stable government of a Western type and is to compete successfully with the Occident and Japan in commerce, industry, and agriculture.

Associated with the extension of formal education to groups for which hitherto it has not been designed is the inclusion of girls in the schools. The beginnings must be ascribed to the Protestant missionary—as must so many other features of education and social reform. In higher education for women Protestant Christian institutions still predominate. More and more, however, government and non-Christian private schools are being opened to girls or organized especially for them. Coeducation

of the sexes is increasingly common.

Adult education likewise is being conducted. In its inception the Mass Education Movement was primarily for those of mature years and its program still includes them. Protestant missions have been doing much to teach illiterate adults, particularly women, to read.

The curriculum has been broadened. Not only does that of ordinary primary and secondary schools now include many subjects undreamed of two generations ago, but technical schools have been founded to give the training which, if available at all,